

Writing Road Map

Writing Clusters/Teaching Sequence Y1-Y6

Knowledge
 Immerse (Purpose and Audience)
 Analyse (WAGOLLS/ Purpose and Grammar features)
 Words/Vocabulary (Immersion)
 Plan and Mapping (Plan)
 Sentences (Write)
 Model/Draft (Write)
 Review (Edit)
 Publish

To form lower-case letters in the correct direction.
 To form capital letters and use full stops.
 To write sentences in order to make a short story or non-fiction text.
 To use adjectives.
 To use finger spaces.
 To use the conjunction 'and' to join sentences together.
 To use capital letters for names, places, days of the week and personal pronoun 'I'.

EYFS

To use phonic knowledge to write words in ways which match their spoken sounds.
 To write some irregular common words.
 To write simple sentences which can be read by themselves and others.
 Some words are spelt correctly and others are phonetically plausible.

Year 1

- Attempt own writing for various purposes, using features of different forms, including stories.
- Experiment with writing labels, captions and sentences for pictures or drawings in a variety of play, exploratory and role-play situations.
- Write sentences to match pictures or sequences of pictures illustrating an event.

- To write complete stories with a simple structure: beginning - middle - end.
- To write simple first person recounts linked to topics of interest/study or to personal experiences.
- To use the language of texts read as models for own writing, maintaining consistency in tense and person.

- To assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present and categorise ideas.
- To imitate familiar stories and write complete stories with a sustained, logical sequence of events.
- To use past tense and 3rd person consistently; include setting; create characters.
- To include some dialogue; use phrases drawn from story language to add interest.

Year 2

To use question marks, exclamation marks.
 To use adjectives in expanded noun phrases.
 To use coordinating conjunctions 'and', 'but'

To organise writing into paragraphs.
 To develop a plot in narrative and describe settings and characters.
 To use the correct tense consistently.
 To choose nouns and pronouns appropriately.
 To use 'a' or 'an' correctly.
 To use a wide range of conjunctions to join clauses together and to show time and cause.
 To use a range of adverbs to describe verbs.
 To use prepositions to show place.
 To use a range of adjectives and expanded noun phrases.

Year 4

To organise writing into paragraphs around a theme.
 To develop a plot in narrative and describe settings and characters.
 To use the correct tense consistently.
 To use nouns/pronouns appropriately.
 To use 'a' or 'an' correctly.
 To use a range of conjunctions to join clauses together.
 To use conjunctions to show time and cause.
 To use a range of adverbs to describe verbs.
 To use prepositions to show place.
 To use a range of adjectives and expanded noun phrases.

To use a possessive apostrophe accurately in plurals.
 To use simple layout devices in non-fiction.
 To use joined handwriting.
 To use inverted commas in direct speech.

- To develop particular aspects of story writing: experiment with different ways to open the story; add scenes, characters or dialogue to a familiar story; develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story.
- To plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure; adapt for narratives that do not have linear chronology.

- To assemble and sequence points in order using more formal language appropriately.
- To explore the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure writing.
- To use a wider range of conjunctions and sentence types.
- To express writing in ways which will engage the reader
- To plan, compose, edit and refine writing focusing on clarity, conciseness and style.

Year 3

To use some subordinating conjunctions 'because, when, if'.
 To use capital letters and full stops in most sentences.
 To use an apostrophe in some contracted words.
 To use finger spaces, form letters correctly and suitably sized.

- To write about events or incidents from a story, using a wider range of connectives.
- To include detail expressed in ways which will engage the reader.
- To write clear written instructions using correct register and devices to aid the reader.
- To write complete stories with a full sequence of events in narrative order; include a dilemma or conflict and resolution; write an opening paragraph and further paragraphs for each stage of the story; use either 1st or 3rd person consistently; use conventions for written dialogue and include some dialogue that shows the relationship between two characters.

Year 5

To make writing match an audience and purpose.
 To use dialogue to move a narrative forward.
 To use organisational and presentational devices for non-fiction texts.
 To use the correct level of formality in writing.
 To use paragraphs to organise ideas.
 To attempt adverbials between sentences and paragraphs as well as repetition and ellipsis.
 To use relative clauses beginning with a relative pronoun.
 To use coordinating and subordinating conjunctions.
 To use joined handwriting.

- To extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases.
- To adapt writing for a particular audience; aim for consistency in character and style.

Year 6

To use the correct features of text types.
 To create atmosphere in writing.
 To select vocabulary and sentence structures that match the formality of different text types.
 To use adverbs to add details and clarity.
 To use linking words/phrases, including adverbials, to join sentences and paragraphs together.
 To select verbs for effect.
 To use passive verbs.
 To use modal verbs.
 To use multi-clause sentences.
 To use inverted commas, commas for clarity and brackets, dashes and commas for parenthesis. To use colons and semi-colons in a list.
 To use neat, joined handwriting.

- To choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types.
- To use the language conventions and grammatical features of the different types of text, as appropriate.
- Create a setting by: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds;.
- Vary narrative structure when writing complete stories,.
- To use the paragraph structure of non-linear narratives as a model for own writing; plan and write extended narrative.